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AUTHOR Celso, Nicholas; Morris, Harold
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ABSTRACT

Confronted by a maturing staff, lower teacher turnover rates, declining enrollments, and more sophisticated instructional methods, the Bloomfield (New Jersey) Public School District adopted an ambitious staff development initiative in 1983. This paper describes the planning and implementation strategies used to launch Bloomfield's Teaching Essentials, Styles, and Strategies Project (TESS). Staff development is defined as a symbiotic process of individual and organizational growth through controlled change. If implemented correctly, the process minimizes incongruencies between individual and organizational needs and maximizes internal harmony and equilibrium. The first section describes approaches to managing change and discusses a model for enhancing the TESS project's acceptance. The cycle of change is discussed, along with resistance to staff development initiatives. Section II treats gearing up for change, or districts' need to decide on program content, communicate mission and objectives, and develop readiness. Section III presents a suggested change strategy, including establishing a needs profile and testing the proposition of composite needs. Section IV handles implementation issues and explains the needs hierarchy planning matrix, its application, and various phases addressing teachers' security, social, esteem, and self-actualization concerns. Since its inception, Project TESS has provided over 200 teacher opportunities. Response has been so overwhelmingly positive that a waiting list and lottery selection system have been devised to accommodate the backlog of applications. Included are 15 endnotes and numerous figures and tables. (MLH)

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SYSTEMATIC MANAGEMENT OF CHANGE IS THE KEY TO SUCCESSFUL STAFF DEVELOPMENT

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An Initial Study of the Bloomfield Public Schools Staff Development Project

Teacher Essentials, Styles & Strategies

(TESS)

EA 019 722

Bloomfield Public Schools
Bloomfield, New Jersey
07003
(201) 743-7700

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SYSTEMATIC MANAGEMENT OF CHANGE IS THE KEY TO SUCCESSFUL STAFF DEVELOPMENT

Copyright 1985 Nicholas Celso, Ed.D.,J.D.
Associate Professor of Education, Kean College of New Jersey, Union, New Jersey (201) 752-4858

Harold Morris, Ed.D., Superintendent of Schools
Bloomfield Public School District, Bloomfield, New Jersey (201) 743-7700

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TABLE OF CONTENTS

Preface... i

Introduction... 1

I. Systematic Management of Change... 4

A. The Cycle of Change... 4

B. Analyzing Resistance to Staff Development Initiatives... 6

II. Gearing Up For Change... 12

A. Decide Upon the Content of the Staff Development Program... 12

B. Communicate the Vision... 16

C. Develop Readiness... 16

III. A Suggested Change Strategy... 17

A. Establishing a Composite Needs Profile... 17

B. Testing the Proposition of Composite Needs... 18

IV. Implementing A Change Strategy... 24

A. The Needs Hierarchy Planning Matrix... 25

B. Application of the Planning Matrix... 26

V. Success of the Strategy... 35

VI. A Final Word... 36

PREFACE

In 1983, the Bloomfield Public School District embarked upon an ambitious staff development initiative. A maturing staff, lower teacher turnover rates, declining student enrollments, and increasingly sophisticated instructional methodologies underscored the school district's desire to adjust to rapidly changing conditions. That some eighty percent of the annual $23 million dollar school budget represented "labor" costs, further justified the need for a substantial re-investment in the organization's most costly and significant resource--its personnel.

Information about the planning and implementation strategies used to launch the Bloomfield Staff Development Program, "Teaching Essentials, Styles, and Strategies" (TESS) is presented in the following pages. Also presented are data and findings derived from an initial study of the TESS project, designed to test the validity of the change management model upon which the initiative was predicated.*

School districts or agencies wishing further information about Project TESS are welcomed to inquire.

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*The school district is an urban, mid-socioeconomic one, enrolling approximately 5,400 students in grades K-12. 425 full-time teachers staff the 9 elementary, 2 junior, and 1 high school buildings. Prior to the present effort, staff development did not exist in the district in any comprehensive sense.

INTRODUCTION

The need for effective programs of staff development in school districts is becoming increasingly apparent. The recent National Reports[1] have refocused attention upon the alleged inadequacies of the schools. An aging work force, low job turnover, stress, and burnout are factors which compel an effective staff development effort. Likewise, the burgeoning technology, instantaneous data recall, and worldwide dissemination of information require the cultivation of different skills and thinking modalities. The rapidity of societal change and the concomitant obsolescence of previously successful coping mechanisms, often lead to personal alienation and resistance to all change, for better or worse. But status quo does not exist. Organizations must move forward or risk falling behind. Because change is both a certainty and a necessity if growth is to occur, management must seek proactively to control it, or otherwise be condemned continually to react to it.

Educational institutions, as all other organizations, must constantly reassess their needs in light of ever changing priorities. When organizational needs conflict with the needs of individuals comprising the organization, a problem arises. The unresolved tension emerging from clashing needs can exert a powerful distructive force upon the health of the organization, and progress will thereby be minimized. Conversely, to the extent that organizational and individual needs are congruent, growth will likely be maximized.

Despite the existence of a rich body of literature dealing with the process of change, public educational institutions have been sigularly inept at dealing with changing demands through the provision of effective staff development programs. Unlike the private sector, which invests substantial sums of money in individual and organizational renewal through systematic staff development efforts, for most school systems comprehensive staff development is a relatively new and foreign phenomenon. Consequently, seldom is found a systematic process for the dissemination of new ideas and techniques, or the retraining of staff.[2] This is particularly unfortunate and ironic in a profession that is patently labor intensive. At every juncture, schooling is a people business, and staff development is a necessary process for the cultivation of precious human resources. The question thus becomes not whether school districts can afford staff development, but whether they can afford not to invest in staff development.

We view staff development as a symbiotic process of individual and organizational growth through controlled change. Correctly implemented, it is a process which minimizes incongruencies between individual and organizational needs, and maximizes internal harmony and equilibrium. Staff development is not something that is done to the individual; it is rather something for the individual that is also good for the organization. In its simplist terms, it is the organization's mechanism of self-renewal through the refinement and re-commitment of those who comprise it.

There are, of course, any number of definitions of staff development from which to choose.[3] Common among most is the notion that effective staff development is a comprehensive, highly structured process of integrated events, rather than a series of disjointed workshops, lectures, or consultations. The role of management is to shape a workable strategy that ties together any number of otherwise disparate change tactics. Although we briefly discuss the substantive aspects of Project TESS in the pages that follow, we posit the existence of high quality content of any staff development initiative as a prerequisite for the success of any such effort. But additionally, we stress the concomitant requirement of a planned implementation and maintenance strategy, which we also describe in some detail.

I. SYSTEMATIC MANAGEMENT OF CHANGE

There are at least two aspects to every decision: quality and acceptance. The effectiveness of any initiative is therefore measured by the degree of its acceptance, as well as how good it is in substantive sense. In this section, we discuss the model we used for enhancing the likelihood of acceptance of the TESS project.

A. The Cycle of Change

We view the change process as a cycle comprised of at least three interlocking phases:

Phase 1. Motivating Change

Phase 2. Shaping Politics

Phase 3. Managing Transition

These phases are not linear in sequence, but rather represent a series of interactive, dynamic processes that continually impact on one another. Figure 1 illustrates the change model.

The components of each phase in the model depicted in Figure 1 represent tactics for change. By carefully combining the tactics, a strategy is shaped that can be used to overcome initial resistance, while at the same time maximizing support.

Figure 1.

CONTROLLING THE CHANGE PROCESS

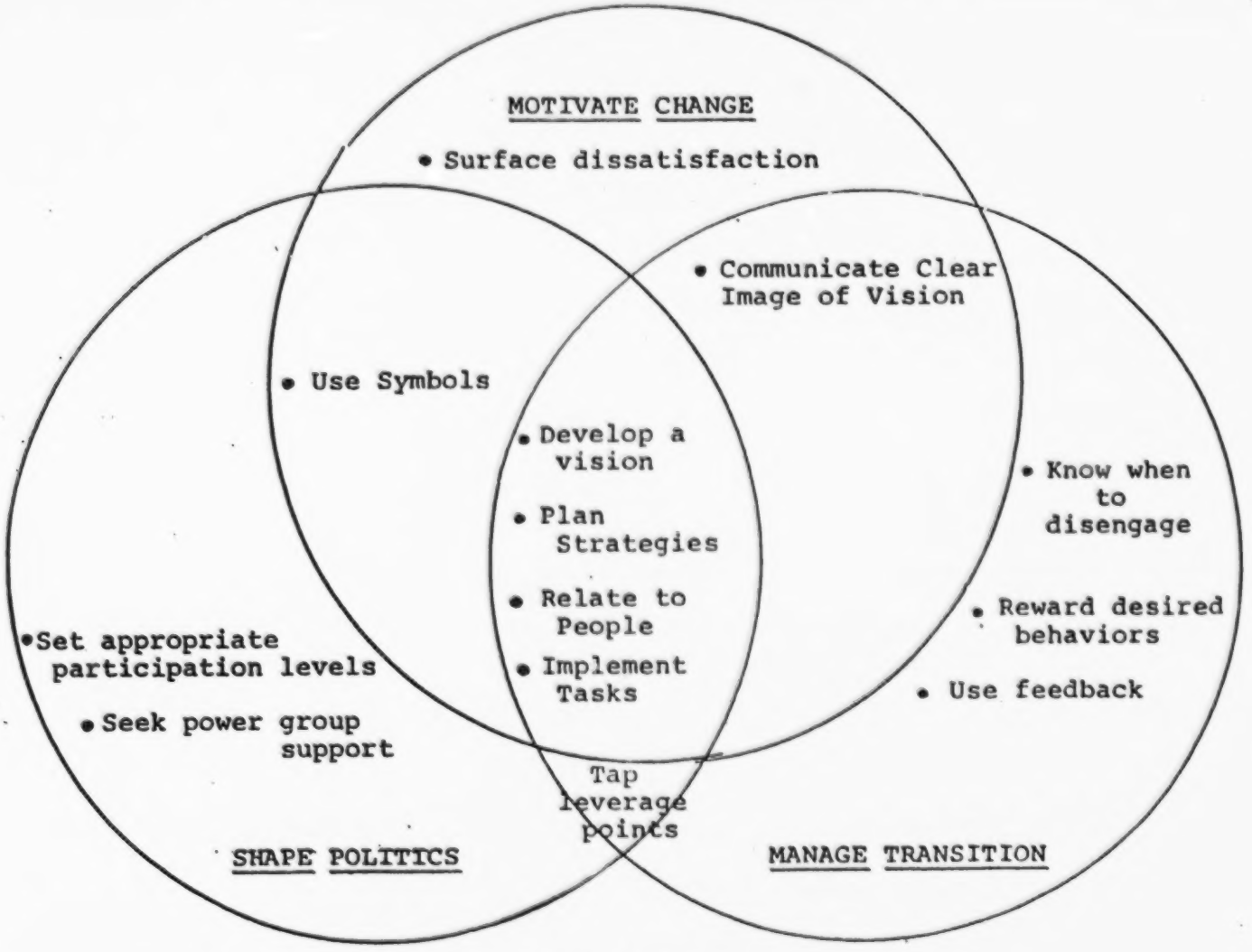


FIGURE I

*Celso, N. and Morris, H., "Building an effective staff development program: Theory Into Practice," NJASA Perspective (Winter 1985), p. 12. This model follows Nadler (Journal of Applied Behavioral Science, Vol. 17, No. 2, 1981).

B. Analyzing Resistance to Staff Development Initiatives

To predict and overcome the forms of resistance that may take place in the face of a staff development initiative, administrators must take account of the reasons why teachers resist change. Kotter and Schlesinger suggest four main reasons. These include: (1) a desire not to lose something of value; (2) a lack of understanding of the proposed change and its implications; (3) a belief that the change is irrational, and (4) a fear of inability to develop the new skills and behaviors required by the change.[4] In the face of such fears, political behavior generally emerges to combat, overtly or covertly, the proposed development.

There are of course many factors that influence a teacher's tendency to block, acquiesce, or support a staff development effort. A properly designed management strategy will seek to minimize blocking behavior, while maximizing support, on the assumption that a third, more acquiescent group, will thereby follow the lead of the supporters. This is simply another way of seeking compliance by the blockers, and commitment from the supporters. This concept is represented in Figure 2 (p. 7).

Often, staff development represents a change of which individuals are likely to be distrustful, because it forces a focusing upon new ideas. Research on the thinking processes of adults confronted with new ideas indicates that they pass through a sequence of stages, each marked by varying degrees of rigidity and receptivity. Information that does not fit into existing knowledge structures may be summarily rejected.[5]

Figure 2.

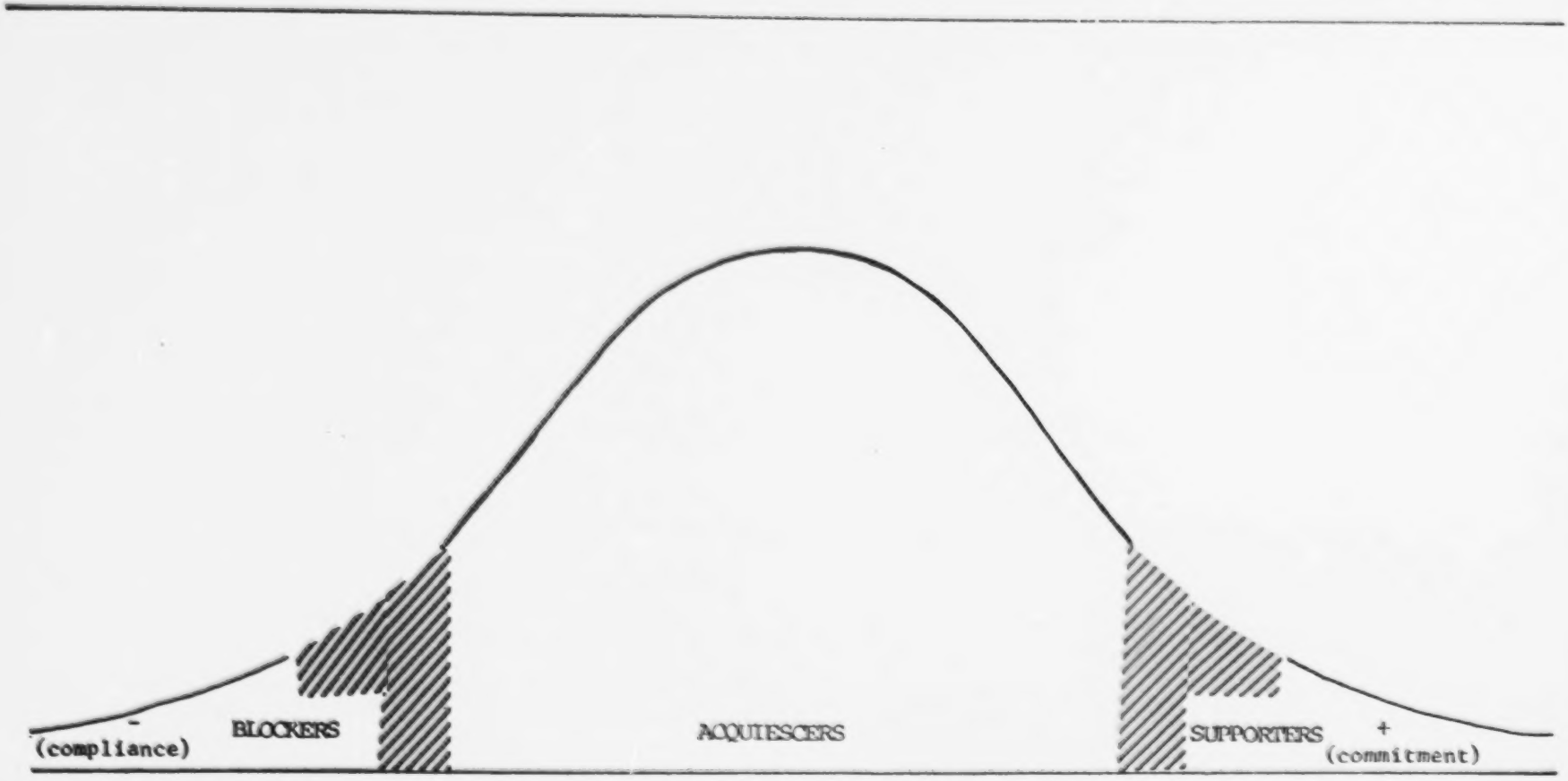
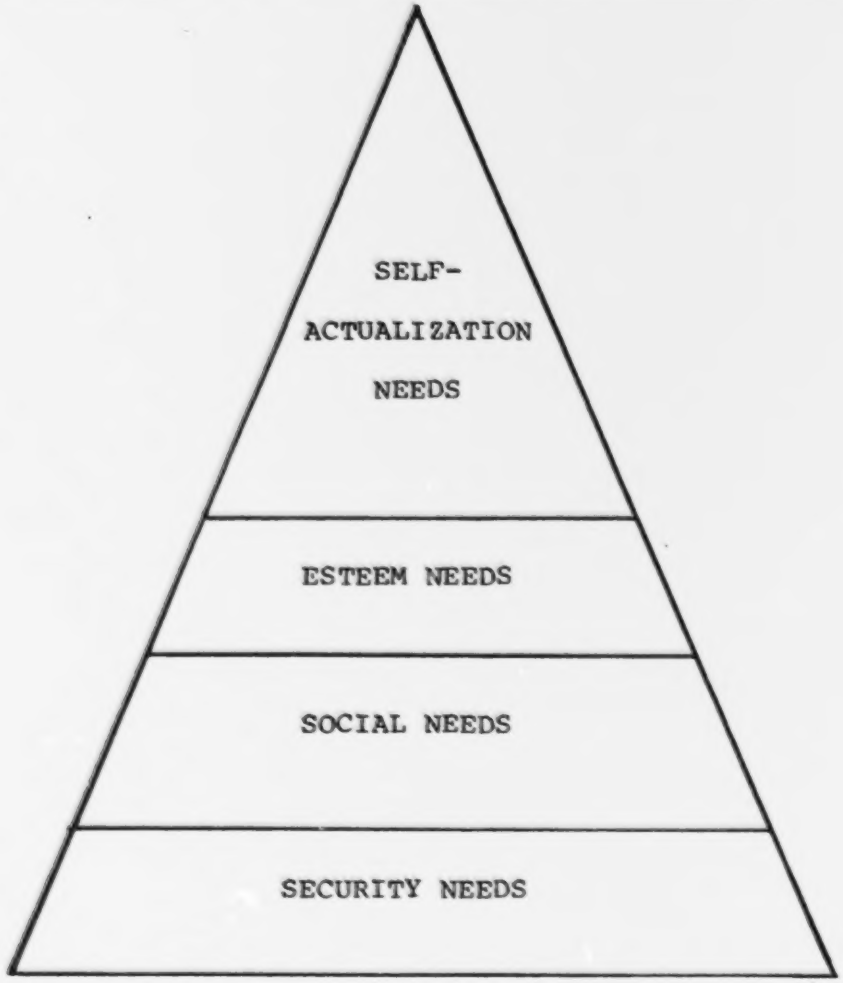


Figure 2 Distribution of Resistance to Staff Development Initiatives.

Obviously, the skewedness of this curve will vary, from one staff to another.

Another source of resistance is the relative degree of importance or unimportance attached to the proposed staff development program by any given teacher. Teachers often resent being involved in events they consider to be unimportant or inappropriate. Conversely, as one's zone of indifference with reference to a particular issue decreases, the desire to become involved may increase.[6]

Decreasing the zone of indifference is a necessary but insufficient undertaking that, without more, cannot ensure success. We know from the work of Maslow,[7] Herzberg[8] and others,[9] that people tend to invest their efforts and commitment in tasks from which they are likely to derive certain palpable rewards, and that the intensity of task commitment is a function of personal need of the performers at any given point in time. Following Maslow's needs hierarchy, for example, a teacher who is fixated at the lowest level (i.e., security), is far more likely to view such things as money, tenure, and the length of the work day as significant than a teacher whose most immediate needs center on self-fulfillment. The repertoire of possible rewards that can be offered to quell resistance and to promote commitment to a staff deveopment initiative can therefore be differentiated as (1) those that prevent dissatisfaction--satisfiers, and (2) those that promote sincere support--motivators. Although the former will not engender commitment to the effort, they will prevent further blocking behavior by the most resistant teachers. The latter, on the other hand are likely to evoke high level performance behaviors from the least resistant group. The further categorization of satisfiers and motivators corresponds roughly to Maslow's needs hierarchy, as depicted in Figure 3 (p. 9).



MEANING OF THE WORK ITSELF
ACHIEVEMENT
GROWTH

RESPONSIBILITY
DECISION-MAKING
INPUT

RECOGNITION
PROMOTION

INTERACTION
COLLEGIALITY
PARTICIPATION

MONEY
TENURE
WORKING CONDITIONS

Figure 3 Alignment of satisfiers and motivators (From Frederick Herzberg et al., The Motivation to Work, New York: Wiley, 1959) with the needs hierarchy (From Maslow, A., Motivation and Personality. New York: Harper & Row, 1954).

The model depicted in figure 3 can be further refined by bifurcating satisfiers and motivators into positive and negative cases. We shall refer to these as tactics. This refinement is shown in Table I (p. 11).

The tactics listed in Table I represent the building blocks of a strategy for successful implementation and commitment. If it is true that a given tactic can serve as a reinforcer that will satisfy potential dissenters and motivate support, then it follows that a successful strategy depends upon a proper matching of tactics with personnel needs. For example, using such a strategy, it would probably be advisable to send a clear message to staff with security needs that staff development is not a method of weeding out ineffective teachers. Teachers with social needs might be extremely happy to learn that the proposed staff development initiative will provide greater opportunities for interaction with colleagues. A clear statement of leadership opportunities through the program might well interest those with a need for esteem. And the self-actualizers would be pleased to learn about opportunities for professional growth.

TABLE I. Examples of the Positive and Negative Case of Satisfiers and Motivators in A Public School Context: Tactics For Facilitating Change

SECURITY		SOCIAL		EGO/ESTEEM		SELF-FULFILLMENT ACTUALIZATION	
+	-	+	-	+	-	+	-
more money	more work, less pay	interaction with others, esp. colleagues	isolation	recognition promotion	lack of exclusivity: anybody can join	opportunity for prof. growth	the proposed program appear to be short-term
tenure	longer work hours	peer pressure to participate	peer pressure to boycott	leadership opportunities	anonymity	career advancement	no apparent relevance
how participation will promote longevity in position	more assigned duties	satisfying interpersonal relationships with supervisors and colleagues	group friction, hostility	public performance opportunities	lack of respect	opportunities for creative, innovative behavior	apparent lack of program sophistication it's the same old stuff
	punitive implications of the program					clear image of improved future state	forced acceptance of external package
practical application of program to improving present skills	irrelevance of program to present function					meaningful input and decision making opportunities	forced conformity
						greater responsibilities	mandated performance
						chance to alter working conditions	
						greater control over outcomes	

II. GEARING UP FOR CHANGE

A. Decide Upon the Content of the Staff Development Program

There is probably no one best answer to the question: What do we want our staff to learn more about? Each district will have to ascertain the answer for itself, taking account of its peculiar needs and interests. Whether a participatory, collaborative approach to the resolution of this issue is superior to a unilateral decision by top administration is too a matter of local concern.

Our own experience is that collaborative decision-making at this early stage, although desirable, will not guarantee commitment. Indeed, our central thesis is that successful staff development requires far more than initial consensus building and participatory decision making.

For illustrative purposes, we discuss the substantive nature of Project TESS. It, as many other staff development programs, is a hybrid of a number of instructional improvement approaches. Described in its simplest terms, TESS provides training on the **essential elements** of instruction, ala Madeline Hunter;[10] learning and **teaching styles**, following the work of Carl Jung[11] and Isabel Myers-Briggs;[12] and twenty specialized instructional strategies, developed by Hanson, Silver, and Strong.[13]

TESS is based on the assumption that every teacher needs to be a conscious decision maker, constantly choosing and mathching particular teaching strategies with differing learning styles,

and able to organize a successful lesson by incorporating therein, when appropriate, certain essential elements described by Hunter. TESS is not a prescription for the teacher that imposes an atomized set of specifications, but rather a suggested repertoire for facilitating professional decision-making and informed choice.

The TESS program presently consists of four distinct phases:

PHASE I

Thirty hour seminar on essential elements of instruction, learning styles, and teaching strategies. Twenty-five teachers enroll in 10, 3-hour sessions.

PHASE II

Guided practice opportunities are provided by consultant's visitation to classroom. Consultants are available to observe and demonstrate, as desired. Classroom visits last about one hour. On the day of a visit, the teacher trainees meet in small group with consultant and two or three other teachers for discussion related to class visits. This phase is unrelated to teacher evaluation. Four, half-day workshops are also provided for all participants.

PHASE III

Lesson plan development. Teachers have opportunity to develop model lesson plans using particular strategies, with assistance from a consultant. Workshops last about 30 hours. Final products are edited and collated into bound set of lessons for future use by participants.

PHASE IV

Teacher coaching. Those teachers who have completed Phase III may apply to participate in peer coaching-training. Only the most qualified teachers are selected. Following an additional 30 hours of training, the teacher coaches assist in peer observations and coaches assist in peer observations and coaching activities similar to those outlined in Phase II on the previous page.

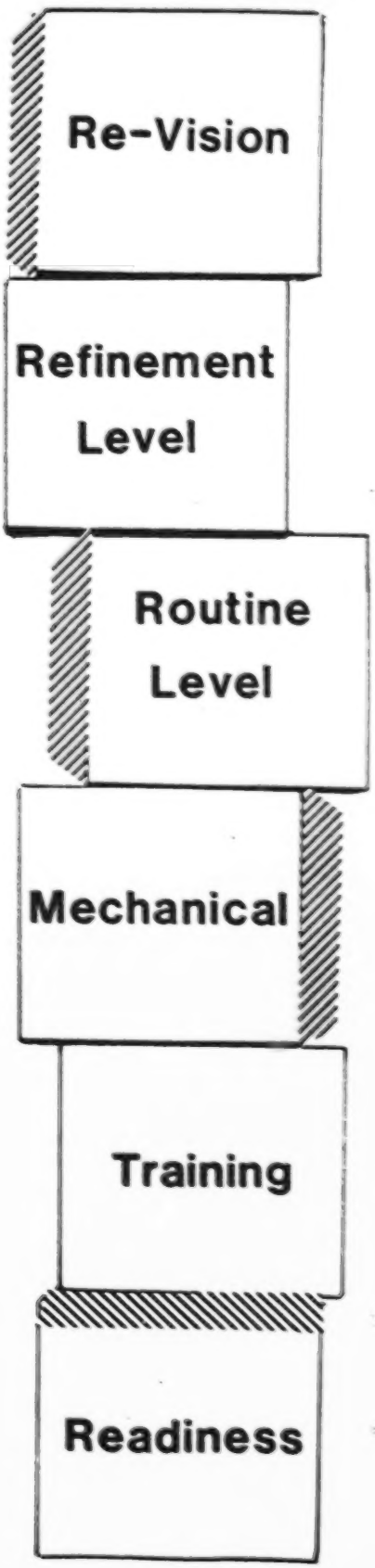
Implicit in the four programmatic phases of TESS are a series of developmental levels through which the teacher-trainee must pass. The levels are illustrated in Figure 4 (p. 15).

Ideally, at the end of their training, teachers will see themselves and their roles in a different light. Equipped with a common, technical vocabulary, knowledge of the latest research on instructional methodology, and a source of ongoing peer assistance, TESS graduates have at their disposal the means to control and shape their daily teaching activities in a more meaningful, deliberative fashion. We expect them to see themselves as true professionals, that is, as educational practitioners who know, at an articulate level, the what, how, when, and why of every educational decision they make, and who can skillfully translate such decisions into effective teaching techniques.

Put succinctly, our organizational vision is that each individual in the organization view him/herself as a real pro, and in so doing, think, talk, and act like one.

Figure 4.

Developmental Phases of Teacher Training in Project TESS.



B. Communicate the Vision

The vision is, of course, the end and the staff development program is the means to that end. But interestingly, the end serves an important function in generating participation in the means to its attainment. We know, for example, that the chief executive officers (CEO's) of the most successful corporations play a critical role as the "spiritual leaders" of their organizations.[14] They set the tone and articulate the mission and objectives, clearly and emphatically. No less is this true of the principals of effective schools,[15] nor do we expect, of anyone in a leadership role.

Referring to the cycle of change depicted in Figure 1, it can be seen that a clear articulation of the future state, the image for the future, helps to surface positive dissatisfaction with the present state of affairs. If the vision is well-founded, it will spark a desire among teachers to achieve it. But a vision alone, also is not enough.

C. Develop Readiness

Every kindergarten teacher knows about the importance of readiness; it is a critically important prerequisite for all later learning. No less is this precept true of adults. We alluded earlier to the differing levels of cognitive receptivity-rigidity which characterize adult learners. Careful consideration must be given to the interaction of the content of the staff development program with existing knowledge structures if extreme cognitive dissonance is not to result. We take it as self-evident that the more unconventional the substantive thrust of the staff development training is, the greater the risk of cognitive rebellion.

For the purposes of this paper, however, our focus is upon the resistance that will arise in the absence of affective readiness. The readiness to which we refer, therefore, deals with the resistance to the process of change through staff development, rather than with objections of an academic nature that question the validity of the program's content.

III. A SUGGESTED CHANGE STRATEGY

A. Establishing a Needs Profile

We begin with the proposition that human need satisfaction is a never-ending quest that perpetually motivates behavior. When needs are fulfilled, there is satisfaction; when they are frustrated, there is dissatisfaction. Differing somewhat from Maslow, we believe that every person represents a composite of unsatisfied needs at every level of the Maslowian hierarchy that will reveal a dominant, but not exclusive, area of need. In other words, we do not believe that passage from one level of the needs hierarchy into a higher level is wholly dependent upon satisfaction of the prior level. Rather, we believe that even when lower level needs are not completely fulfilled, individuals will exhibit higher order needs, as well.

B. Testing the Proposition of Composite Needs

The foregoing proposition rests upon the supposition that teachers confronted with a staff development initiative will respond in a manner that distinguishes them according to their relative status on Maslow's hierarchy. We set out to test this postulate as we implemented Project TESS.

Our study was designed to ascertain whether the eagerness/willingness of teachers to participate in a long-term staff development effort could be shown to be significantly related to their relative position on the needs hierarchy depicted in Figure 1.

The sample consisted of 92 elementary school teachers. Using an ex post facto design, the sample was divided into three comparison groups for analysis:

Group I (Commiters)	Teachers who volunteered to take part, entirely without administrative urging
Group II (Acquiescers)	Teachers who responded to gentle persuasion by administrators
Group III (Compliers)	Teachers whose participation had to be administratively mandated

Questions were designed to correlate to the four basic Maslowian needs and organized into an instrument. Using a Likert scale, the subjects were asked to signify their level of agreement with each item, thereby indicating their relative, self-perceived status according to each need. For example, one question from the social need cluster dealt with desire to interact: "The opportunity to interact with colleagues through staff development is important to me." An illustrative item from the esteem need cluster dealt with recognition: "I do not feel that I have received the recognition that I deserve."

The hypothesis that guided the interpretation of the data was that relative location on the needs hierarchy would be significantly associated with eagerness/willingness to participate.

To test the hypothesis, the Chi-square statistic was computed, using the standard contingency table method. The results are reported in Table II (p. 20).

Results. The data reveal a highly significant (p. .001) relationship between the dependent variable, eagerness/willingness to participate in staff development, and the relative status of each participant on the needs hierarchy. Comparing the groups according to each need, the following conclusions can be reached.

1. All of the teachers in the sample were quite cognizant of their security needs and were not markedly differentiated on this variable. This may be due in part to the relative uiformity of working conditions,

TABLE II. Relative Needs of Commiters, Acquiesers, and Compliers Concerning Eagerness/Willingness to Participate in Staff Development

	Security	Social	Esteem	Self-Actualization	
Commiters n = 23	.29 (observed proportion)	.30	.16	.25	1.00
Acquiesers n = 55	.33	.29	.12	.26	1.00
Compliers n = 14	.23	.15	.52	.10	1.00
(expected proportion)	.29	.26	.23	.22	1.00

X^2 exceeds the critical value for $p < .001$. The hypothesis of independence is rejected.

N = 92

salaries, etc., imposed on public school teachers through collective bargaining.

2. The compliers differed markedly from the commiters and acquiescers in terms of social need. The commiters and the acquiescers were very favorably disposed towards more opportunities for interaction during the school day with their colleagues. But the compliers were not particularly excited by this prospect.

3. The subjects were most distinguishable in terms of their relative needs for more esteem. The compliers exhibited an extremely strong need in this domain, and the acquiescers showed the least. The most discriminating factor in this cluster was an item dealing with perceived lack of respect by fellow teachers.

4. Both the commiters and the acquiescers showed a need for self-actualization, although the compliers exhibited little. The most discriminating factors in this cluster were those dealing with the belief that the respondent's greatest professional accomplishements still lay ahead of him, and the recognition of a need to grow.

5. Acquiescers appear to have more in common with commiters than with compliers. This is an extremely important finding in that the likelihood the acquiescers will follow the lead of the commiters is thereby substantially increased. It appears to be a sound strategy, therefore, to promote the participation of commiters on the theory that a majority of the undivided group in the middle will eventually acquiese, rather than resist, by joining forces with the resistant minority.

6. Interestingly, the self-reported needs of commiters and acquiescers appear to be rather evenly dispersed among the four levels of need. For example, reading horizontally across the row of responses of the commiters, reveals that 29 percent of the commiters experience security needs; 30 percent exhibit social needs; 16 percent exhibit esteem related needs, and 25 percent view themselves as predominantly concerned with self actualization. This implies the need for a balanced promotion strategy, that initially addresses all four needs fairly evenly. This somewhat evenly distributed initiation strategy should gradually be altered in favor of esteem-oriented needs of the

compliers, once momentum has picked up through the participation of the acquiescers.

Discussion. The study, although school district-specific, underscores the need to tailor staff development strategies to the maturity levels of individual target groups. Maturity, as used here, refers to the willingness/eagerness of a staff to take part in a staff development effort. It is likely that staff maturity will vary from one district to another. In planning a staff development initiative, therefore, is important to adhere to the following guidelines:

1. Analyze target group in terms of potential resistance to the anticipated effort.

2. Categorize members of target group into four categories, according to the needs hierarchy.

3. Match specific positive satisfiers and motivators (See Table I) with particular subgroups and design a series of strategies geared to satisfy lower order needs and to motivate teachers displaying higher order needs.

4. Tap formal and informal communication networks to communicate to the target groups what their cooperation will mean to them.

5. Design participation strategies geared to the specific needs of each group. For example, do not ask teachers evidencing strong social needs to work in isolation. Do ask teachers with esteem needs to serve as committee leaders.

6. Identify all instances of negative satisfiers and negative motivators (See Table II), and clearly disassociate the proposed staff development program from them.

7. Finally, remember to monitor the extent to which acquiescers and compliers become involved over time and vary the strategies accordingly to ensure their increased participation.

IV. IMPLEMENTING A CHANGE STRATEGY

A. The Needs Hierarchy Planning Matrix

By cross referencing the four programmatic Phases of Project TESS (see pp 13-14) with Maslow's Needs Hierarchy, we have developed a planning matrix. This matrix is presented in Table 3 (p. 25).

Each cell in the planning matrix provides a place to itemize specific tactics to be used in addressing the potential needs of target participants. The tactics for change that are listed in Table I provide useful guidelines for choosing activities.

Table III

NEEDS HIERARCHY PLANNING MATRIX

	Security	Social	Ego/Esteem	Self-Actualization
PHASE I TESS SEMINAR	Hourly payment or salary guide credit Voluntary participation Unrelated to evaluation	Interaction with colleagues in warm, non-threatening setting	Limited enrollment, by application	Chance to grow
PHASE II GUIDED PRACTICE	Personally relevant, teacher-generated problem solving One-to-one relationship with consultant-trainer teacher-initiated interaction Chance to make mistakes w/o fear of criticism	Problem-solving peer support groups Quarterly large group meetings	Enrollment limited to those completing P-I Peers, parents, Principal becoming aware of participation Other teachers asking about the program	Chance for advancement to next level Opportunity to apply and refine skills taught in P-I
PHASE III LESSON PLANS	Translation of theory into lesson plans Direct & obvious impact on improving working conditions Evident tangible accomplishment	Cont'd. group identity and interaction Strong bonding Periodic planned social/prof events	Recognition for publishing Other teachers asking to borrow lessons Out-of-district distribution Recognition from principal Presentations to faculty, parent groups & Board	Chance to excel No limit on creativity Multiple publication opporutnity
PHASE IV COACHES	Stipend	Tight knit core Chance to interact with other colleagues	Video taping library Exclusive participation Notariety Recognized authority	Speaking Engagements Chance to help others Demonstration lessons Peer observation Peer coaching

By completing the planning matrix, a balanced implementation strategy can be developed which will maximize participation and minimize blocking behavior.

B. Application of the Planning Matrix

1. Phase I.

a. Security.

(1) Potential blocking behavior is addressed through the payment of an hourly stipend, or horizontal salary guide credit, depending upon the teacher's choice.

(2) Participation is completely voluntary.

(3) Formal evaluation procedures are clearly disassociated with the staff development program. Staff development has nothing to do with non-retention decisions, nor with anything of a punitive nature. It is not a mechanism for weeding out ineffective teachers.

(4) Participation in the program does not interfere with assigned teaching duties. Workshops are scheduled in a variety of after-hour configurations at different intervals and times in an effort to accommodate individual schedules. For example, we have used: (1) 10, 3-hour sessions, about a week apart; (2) 5, 6-hour days, at the end of the school year, and (3) daytime and evening hours.

b. Social.

(1) The program's design seeks to overcome the traditional norm of isolationism by placing teachers into interactive settings. Each training group consists of about 25 teachers from different schools and grade levels.

(2) Once a training group is established, it retains its identity throughout the remaining phases of the program.

(3) Training sessions employ active participaion techniques geared to sub-group interaction.

c. Ego/Esteem.

(1) Although participation is voluntary, it is not automatic. Everyone is not accepted into the program. Would-be applicants must apply for consideration. A lottery system is used to select particpants. An annual waiting list is kept, and former applicants are given priority in the next training cycle.

(2) Because admission into the program is selective, it has become more desirable. Those who are accepted speak to each other in a new language that non-participants do not understand and inquire about. Being in is "in".

d. Self-Actualization.

(1) The program provides information on the latest research and skills.

(2) Teachers have an opportunity to grow in their knowledge and skill.

(3) Completion of the four phases of training has definite career advancement implications.

2. Phase II.

a. Security.

(1) The guided practice component allows teachers the latitude to tailor coaching sessions to their personal classroom needs, thereby providing an opportunity to focus on improving day-to-day working conditions.

(2) The one-to-one teacher/consultant-coach relationship is non-threatening.

(3) The consultant-coach is not a supervisor or administrator; he/she cannot formally evaluate.

(4) Teachers initiate the interaction with the consultant-coach.

(5) Mistakes can be made without any fear of reprisal.

b. Social.

(1) Mutual problem-solving, support groups are formed and meet together with consultant-coach on same day that classroom coaching takes place.

(2) Quarterly large group seminars are held, permitting all trainees to interact in original group setting. Large group identity is retained throughout.

c. Ego/Esteem.

(1) Enrollment is limited to graduates of Phase I.

(2) Students, parents, colleagues and principals are aware of consultant-coach visits to classrooms and inquire about same.

d. Self-actualization.

(1) Continued opportunity to grow professionally by taught in Phase I.

(2) Completion of Phase II entitles graduate to apply for Phase III.

3. Phase III.

a. Security.

(1) Teachers now experience translation of theory into practice by developing useful lesson plans. By participating, they get paid to develop something directly relevant to their daily work.

(2) Published lesson plans provide tangible

evidence of accomplishment, that may have positive implications for retention and advancement.

b. Social.

(1) Training groups continue to retain original group identity.

(2) Strong bonding among group members has occurred by this time.

(3) Periodic, planned social events.

c. Ego/Esteem

(1) Recognition is gained through publishing completed lesson plans. The district has them professionally printed and bound, and distributes them to staff and the board of education.

(2) Other teachers may ask to borrow a lesson, or may comment on its appeal.

(3) The published lessons are also distributed

(3) continued

out-of district.

(4) Only the best lessons are published.

d. Self-actualization.

(1) No limit on the number or variety of lesson plans that can be published, so long as they meet standards.

(2) Chance to excell by "going the extra mile" to publish more.

(3) Completion of Phase III entitles graduate to apply for possible selection to Phase IV, Teacher Coach Training Program.

4. Phase IV.

a. Security.

(1) Teachers selected for this phase receive a substantial stipend for sustained services to the district. An energetic teacher coach could potentially increase his/her annual

(1) salary by 10 to 15 percent.

b. Social.

(1) The essence of teacher coaching is frequent interaction with peers.

(2) The teacher coaches, themselves, tend to form a tight-knit group.

(3) There are multiple interaction opportunities with administrators and parents.

c. Ego/Esteem.

(1) Participation is limited to only a few, outstanding teachers who have completed Phases I-II.

(2) There are frequent speaking and performance engagements.

(3) Teacher coaches assist in the development of video taped demonstration lessons.

(4) Teachers requiring peer assistance seek out the teacher coaches.

d. Self-actualization.

(1) There are many opportunities to provide genuine assistance to colleagues.

(2) Teacher coaches represent the district as exemplars and models of outstanding achievement.

(3) Numerous professional growth opportunities are available, including: professional presentations, publishing, video taping, and training of other teachers.

V. SUCCESS OF THE STRATEGY

Since its inception, about a year-and-one-half ago, Project TESS has provided over 200 teacher participation opportunities. Response to these training opportunities has been overwhelming by positive, with only three dropouts to date. An annual waiting list has been developed to accommodate the backlog of applications, and a lottery system had to implemented to choose among them.

Positive reactions to the program quickly communicated back to the Board of Education and to the community, resulting in generous, unprecedented financial support, despite mounting fiscal constraints.

Perhaps the most telling signal of success was evidenced at a recent home and school meeting with parents who asked the Superintendent if they, too, could receive similar training.

VI. A FINAL WORD

The long term success and classroom of Project TESS, of course, is yet to be determined. This paper has explored a strategic planning and implementation model that has been successful for the Bloomfield School District. A major point to be made, however, is that each school district is different, and requires in-depth analysis prior to action. The model suggested herein should provide a useful tool for that purpose.

NOTES

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